

MCCROREY-LISTON ELEMENTARY

1978 State Highway 215 S

Blair, SC 29015

GRADES PK-6 Elementary School

ENROLLMENT 215 Students

PRINCIPAL Dr. Mary E. Ashley-Livingston 803-635-9490

SUPERINTENDENT Dr. Clarence E. Willie 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	16	63	28	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

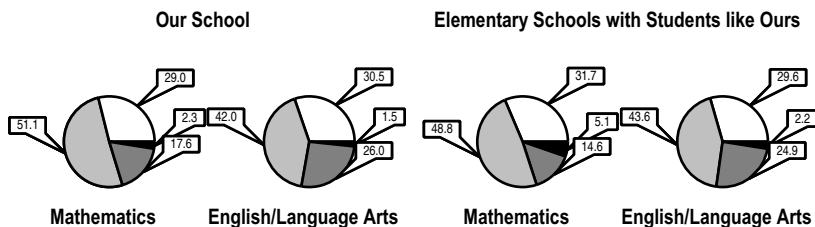
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	137	100.0	30.5	42.0	26.0	1.5	40.5	Yes	Yes
Gender									
Male	56	100.0	37.7	43.4	18.9	0.0	30.2		
Female	81	100.0	25.6	41.0	30.8	2.6	47.4		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	137	100.0	30.5	42.0	26.0	1.5	40.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	110	100.0	23.1	43.3	31.7	1.9	46.2		
Disabled	27	100.0	59.3	37.0	3.7	0.0	18.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	137	100.0	30.5	42.0	26.0	1.5	40.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	137	100.0	30.5	42.0	26.0	1.5	40.5		
Socio-Economic Status									
Subsidized meals	113	100.0	35.5	42.1	22.4	0.0	37.4	Yes	Yes
Full-pay meals	24	100.0	8.3	41.7	41.7	8.3	54.2		

Mathematics - State Performance Objective = 15.5%									
All Students	137	100.0	29.0	51.1	17.6	2.3	39.7	Yes	Yes
Gender									
Male	56	100.0	30.2	47.2	22.6	0.0	37.7		
Female	81	100.0	28.2	53.8	14.1	3.8	41.0		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	137	100.0	29.0	51.1	17.6	2.3	39.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	110	100.0	16.3	58.7	22.1	2.9	47.1		
Disabled	27	100.0	77.8	22.2	0.0	0.0	11.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	137	100.0	29.0	51.1	17.6	2.3	39.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	137	100.0	29.0	51.1	17.6	2.3	39.7		
Socio-Economic Status									
Subsidized meals	113	100.0	29.0	52.3	16.8	1.9	36.4	Yes	Yes
Full-pay meals	24	100.0	29.2	45.8	20.8	4.2	54.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	40	100.0	27.3	36.4	33.3	3.0	36.4
	Grade 4	35	100.0	34.6	57.7	7.7	N/A	7.7
	Grade 5	31	100.0	43.5	47.8	8.7	N/A	8.7
	Grade 6	40	100.0	40.0	43.3	16.7	N/A	16.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	31	100.0	16.7	20.0	56.7	6.7	63.3
	Grade 4	45	100.0	31.8	50.0	18.2	N/A	18.2
	Grade 5	28	100.0	32.1	53.6	14.3	N/A	14.3
	Grade 6	33	100.0	37.5	40.6	21.9	N/A	21.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	40	100.0	18.2	60.6	21.2	N/A	21.2
	Grade 4	35	97.1	16.0	60.0	20.0	4.0	24.0
	Grade 5	31	100.0	26.1	52.2	21.7	N/A	21.7
	Grade 6	40	100.0	40.0	43.3	13.3	3.3	16.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	31	100.0	16.7	63.3	20.0	N/A	20.0
	Grade 4	45	100.0	45.5	43.2	9.1	2.3	11.4
	Grade 5	28	100.0	39.3	53.6	7.1	N/A	7.1
	Grade 6	33	100.0	9.4	50.0	34.4	6.3	40.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 215)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.1%	No change	3.7%	2.7%
Attendance rate	99.8%	Up from 96.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.2%	3.5%
Eligible for gifted and talented	13.3%	Up from 12.3%	6.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.8%	Up from 3.4%	8.3%	8.2%
Older than usual for grade	0.9%	Up from 0.4%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 20)				
Teachers with advanced degrees	55.0%	Up from 47.6%	47.8%	51.4%
Continuing contract teachers	70.0%	Down from 71.4%	82.6%	87.5%
Highly qualified teachers**	90.9%	N/A	93.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		2.3%	0.0%
Teachers returning from previous year	86.0%	Up from 79.0%	84.4%	86.7%
Teacher attendance rate	94.3%	Up from 93.4%	94.7%	94.9%
Average teacher salary	\$42,835	Up 2.1%	\$40,141	\$40,760
Prof. development days/teacher	15.7 days	Up from 11.3 days	13.4 days	12.4 days

School				
Principal's years at school	1.5	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	13.0 to 1	Down from 13.6 to 1	17.5 to 1	18.9 to 1
Prime instructional time	89.3%	Up from 87.6%	89.4%	90.0%
Dollars spent per pupil*	\$7,813	Up 6.4%	\$6,453	\$6,044
Percent of expenditures for teacher salaries*	61.1%	Down from 63.9%	65.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	81.5%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McCrorey-Liston Elementary School is located in rural central South Carolina just north of Richland County. The student population of McCrorey-Liston for 2003-2004 was 255 in CD3 through sixth grade. The school is a School-Wide Title One School with 100% of the students being African-American. Of these students, 86.2% are identified at-risk and participate in the free/reduced lunch program.

Over 95% of the students participated in the state testing program. As a result of the PACT scores for the 2002-2003 school year, McCrorey-Liston School received a ranking of "average" on the School Report Card. On the 2002-2003 PACT, 74.3% of our third graders scored basic or above in mathematics and 72.7% in ELA/reading; 70% of fourth graders scored basic or above in mathematics and 86.7% in ELA/reading; 40% of fifth graders scored basic or above in mathematics and 52.5% in ELA/reading; 56.5% of sixth graders scored basic or above in mathematics and 65.2% in ELA/reading. Our school continues to maintain some of the highest increases on PACT scores in the district. The school met twelve of their thirteen indicators to meet AYP.

The school is participating in a School Improvement Grant that shows much promise for even better student improvement. The grant sponsors staff development for teachers and presents the latest research in improving student behavior and reading skills of students. With this grant, students have another assessment tool to help monitor students' progress. Dibels is a fluency assessment teachers use with students. To help develop fluency, teachers use a program called PALS (Peer Assisted Learning Strategies).

The students have the opportunity to work in the computer lab several times a week. A computer program called SuccessMaker helps reinforce skills taught in the classroom. Another assessment tool used in the computer lab is the MAPS program (Measurement of Academic Progress). Teachers continue to assess students daily and weekly using teacher-made tests and textbook tests. The frequent monitoring of students will help teachers attend better to the individual needs of students.

McCrorey-Liston Elementary School implemented a school-wide character education program. Each month a character education trait was introduced. During morning announcements the character education trait message addresses that specific attribute and skill. On the Parent Monthly calendar, the word of the month is included along with related suggestions, fact tidbits, and books to read to children. Character Education Awareness was practiced through Service Learning activities. Some activities were: planting and caring for flowers to beautify the school, upkeep of the school aquarium, Thanksgiving baskets to needy families in the community, Learning Buddies to help younger struggling readers, and personal care items bagged and donated to the homeless shelter and nursing homes.

The McCrorey-Liston Elementary School Eagles are flying high and will continue to soar as we encourage more participation by parents, business partners, and the community. Dr. Mary E. Ashley-Livingston, Principal, Ms. Sheila Bell-Ford, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	16	25	9
Percent satisfied with learning environment	81.3%	95.8%	I/S
Percent satisfied with social and physical environment	81.3%	96.0%	I/S
Percent satisfied with home-school relations	68.8%	96.0%	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.